**DOCUMENT RESUME**

ED 065 763 AC 012 744

| | |
|---|---|
| AUTHOR | Boyce, V. Milton |
| TITLE | A Systematic Approach to Leadership Development. |
| INSTITUTION | Department of Agriculture, Washington, D. C. Extension Service. |
| PUB DATE | May 71 |
| NOTE | 22p.; Paper presented to County and Area 4-H Youth Agents Conference in Pennsylvania and Missouri |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | Adult Leaders; Educational Programs; *Extension Agents; *Guidelines; *Leadership Training; Models; Nonprofessional Personnel; Professional Personnel; *Volunteer Training; *Youth Programs |
| IDENTIFIERS | *Four H Clubs |

ABSTRACT

The 4-H program is dependent upon adult volunteer leaders to carry out its work. During the decade of the 1970s, this program hopes to double its educational effort. In order to do this, the number of volunteer leaders will have to double also. To accomplish this, a leadership development process to be used in helping 4-H agents effectively perform their roles as managers, trainers, and supervisors is presented. The leadership development process is a systematic approach offering individuals the opportunity to increase their ability to influence the behavior of members of a social group. The process, developed by R. Dolan, consists of seven phases. They are: identification, selection, orientation, training, utilization, recognition, and evaluation. The model presented emphasizes that leadership development must be a continuous and consciously planned effort if strong volunteer leadership is to be improved and maintained. For the 4-H agent, the model can be used to analyze the present leadership program by identifying areas of strengths and weaknesses, determine job assignments for professionals, paraprofessionals, and advanced or senior volunteers, and as a guide in leadership development of the volunteer staff. (JS)

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# A SYSTEMATIC APPROACH TO LEADERSHIP DEVELOPMENT

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AC 012 744

EXTENSION SERVICE, USDA
4-H-5 (5-71)

A
SYSTEMATIC APPROACH
TO
LEADERSHIP DEVELOPMENT

Adult volunteer leaders provide a tremendous input into the 4-H program. In the 1970 fiscal year, 338,000 adult men and women served as volunteer leaders. Research studies indicate that these volunteers donated an average of 25 days service to the informal education of 4-H members. If Extension were to replace these volunteers with paid aides it would require a national contribution of around $200 million or approximately three times the present private and public funds now being spent for the 4-H portion of the Extension program.

Our goal for the 70's is to double our 4-H educational effort. This will require at least doubling our volunteer leaders. It is not reasonable to expect that 4-H will ever have enough funds to employ enough professional people such as you to work directly with significantly expanded numbers of young people. Thus, it is necessary to depend increasingly upon paid aides and adult and teen volunteer leaders in conducting the 4-H program.

President Nixon in his inaugural address in January of 1969 said:

> We are approaching the limits of what government can do alone. Our greatest need now is to reach beyond government to enlist the legions of the concerned and committed.

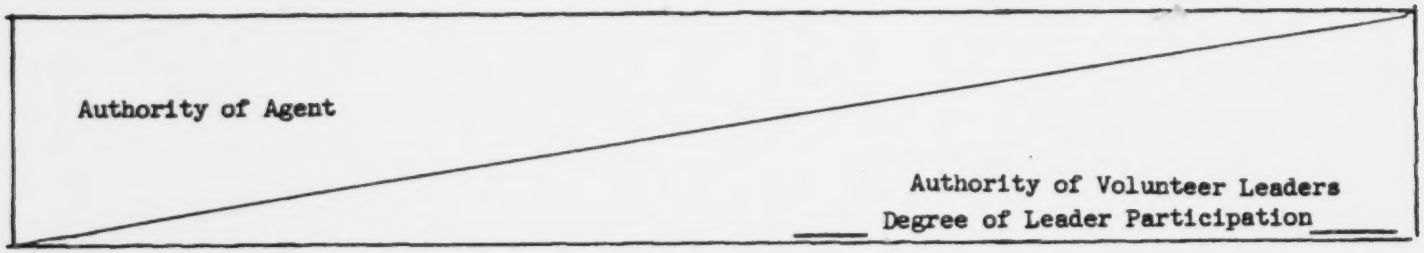
Our Extension Workers' creed includes the following paragraph:

> I believe in people and their hopes, their aspirations, and their faith; in their right to make their own plans and arrive at their own decisions; in their ability and power to enlarge their lives and plan for the happiness of those they love.

Most behavioral scientists agree that a necessary condition to assure concrete, long-range improvement in the conditions in which people live is the integral role played by the people themselves. Without this, any process is sure to be short lived and largely illusory.

True involvement of adult volunteers requires a special kind of commitment on your part as 4-H agents. To withold certain information is a form of power. However you must decide the level of participation you want from your leaders. If you want them to participate at a low level, you will make all the decisions and give the leader only sufficient informations to get minimal understanding. An average level of participation from leaders can be obtained by your withholding decisions until you consult with your leader. I feel that all too often these two levels are where we are in Extension. We have yet to reach the point where we can give the leaders complete information and delegate the decision making to them. Thus we cannot expect a maximum degree of leader participation (see Figure 1, page 2).

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Agent decides and tells leaders | Agent decides but persuades leaders to accept decisions | Agent withholds decision until he consults with leaders | Agent joins leaders in making decisions | Agent delegates decision to leaders |




| | | | | |
|---|---|---|---|---|
| Minimal information given to leaders | Information persuasively presented to encourage acceptance | Leaders involved in collection of situational data | Relevant facts presented and total group decides | Leaders given complete information and authority to make decisions |

FIGURE 1. Degrees of Volunteer Leader Participation Related To Agent Behavior

Since you as the 4-H Agent occupy the focal position around which the 4-H program revolves, let's look at some of your roles. To begin with you are a manager of a specific area of the total Extension program. You must see that there is a planned, meaningful program. Then you must direct the resources toward the planned objectives. I have heard that the definition of a good manager is one who goes into a meeting with 16 tasks which need to be done and he leaves with only one or none that he himself must do. How many times do you leave a leaders' council meeting with more tasks to do than the leaders?

To accomplish your desired objectives, you will also need to be a trainer. You must have a trained core of volunteer leaders. Your goal as a trainer should be to stimulate and support leaders' efforts to gain knowledge, attitudes and skills that will improve their performance in leadership positions.

You will also play the third role of a supervisor. You must give help and guidance so that the volunteers understand what is expected of them. This help must be reenforced with current information. As a supervisor, you will want to observe the results obtained and identify the causes for success or failure. You must help each individual volunteer leader to greater competency and growth.

Now let's look at the leadership development process and see how you can use it to help you effectively perform your roles of manager, trainer, and supervisor.

The Leadership Development Process

The leadership development process is a systematic approach whereby individuals are offered the opportunity to increase their ability to influence the behavior of members of a social group. The model presented is not intended to be a "prescription" for leadership development but is to emphasize that leadership development must be a continuous and consciously planned effort by you as a 4-H agent if you are to improve and maintain strong volunteer leadership.

The leadership development process I want to present now was developed by Dr. Robert Dolan, Professor of Adult Education at North Carolina State University. The process has seven sub-processes or phases. These are:

1. Leader identification: the process of finding people who have the competencies and attitudes essential to fill specific leadership positions.

2. Leader selection: the process of studying the backgrounds of those potential leaders identified and desired, and motivating them to fill selected positions.

3. Leader orientation: the process of orienting those leaders selected in the role expectations of the leader position.

4. Leader training: the process of stimulating and supporting leaders' efforts to acquire knowledge and to develop attitudes and skills that will improve the quality of their performance in leader positions.

5. Leader utilization: the process of providing the opportunity for leaders to put acquired knowledge and skills into action in the most appropriate way, and provide them an opportunity to function.

6. Leader recognition: the process of recognizing and rewarding sound leader performance.

7. Leader evaluation: the process of determining results of leader performance.[1]

Identification

Look at the people already performing leadership functions. Who are the adult and teen leaders serving as organizational leaders, project leaders, activity leaders, and resource leaders now working in Extension? What leaders are assisting the program aides? How many of these leaders could and would do more?

Look to other agencies and organizations to identify leaders. Many of these groups will also be recruiting leaders but your contact to let them know the objectives and scope of your program can do much to legitimize your efforts in a community. You will also find that some of the agencies and organizations can reach their goals by working at the tasks you need accomplished.

Civics clubs sponsor other youth organizations so why not 4-H? I don't mean to duplicate the effort of working with the same individuals but maybe one organization would sponsor 4-H while a second organization would sponsor another youth group. Churches, recreation departments, schools, home economics classes, college classes are presently providing 4-H leadership.

By maintaining current leader files you can quickly answer many of your leadership questions concerning number of leaders, type of leaders, training received, etc.

There are several approaches which are useful in identifying potential leaders from the members of your target population; however, two that appear most often used by Extension agents are the task approach and a form of the reputational approach; sociometrics. In using the task approach you ask, "Who in the community has the specific talent which is needed to perform a specifically identified task or group of tasks that will help move the 4-H program to its goals?"

Most leaders have different types of leadership qualities. Some people are better at skills such as cooking or working with motors or tools, while others may be better at administrative type tasks such as planning, budgeting, or fund raising, and still others may only provide services

such as transportation or facilities. The flexibility of this approach permits the stratification of individuals into organizational leaders, project leaders, service leaders, activity leaders and resource leaders.

Another form of leadership identification having some degree of success, especially with inner city populations, is the use of sociometrics. As I have previously stated, I see this as a form of the reputational approach in that a few "key" informants are asked questions to help identify people who have acceptability by their peers. Dr. John S. Holik suggests that people within the target audience can be used as key informants. These people he calls "knowledgeables". Some characteristics of "knowledgeables" are:

1. Long time residents
2. Hold positions which bring them into frequent contact with people
3. Tend to have more formal schooling than neighbors, and
4. Generally are in the occupations of ministry, business, or teaching[2]

In interviewing knowledgeables you don't ask them who they perceive as the leaders. Rather you ask them certain sociometric questions. Examples of these questions are:

What is your neighbor's name?
Would you be kind enough to help me become acquainted with the neighborhood by telling me the names of your neighbors?
Do you do much visiting with your neighbors?
Who are some of the people that you visit?
Who are some of the people with whom your neighbors discuss their problems?
With whom do you leave your children?
Are there any little groups in this neighborhood?
Who are two or three leaders in this neighborhood?
To whom do you go when you have problems?

Record names obtained from sociometric questions into categories for present and future reference. Not all of those listed will be desirable as leaders and others will not be willing to accept leadership roles.

Another use of informants to identify potential volunteers is to look to the more professional worker who is in a position requiring high interaction with the target audience. These people can be asked specifically who they feel has leadership potential and help identify the best means of contacting them and identifying training needs. Examples of the high contact ratio informant are elementary and secondary school teachers and principals, clergymen, adult education teachers, public health personnel, social workers and other public service personnel including paraprofessionals. You will get better results if these people are informed of the needs of your youth program, the organization's objectives and philosophy, and what to look for in potential volunteers.

Selection

Once a potential volunteer has expressed interest in learning more about his opportunities with 4-H, you must choose the most appropriate means and place to discuss the program with him. This is your chance to interview the potential volunteer and find out what his interests are. You should try to arrange a time and place convenient to the volunteer.

No person can give to the program what he doesn't have. It is important to find out in advance what a potential leader has to offer or what talents can be developed. Everett C. Lindsey, human motivation speaker, suggests that if a person:

> Doesn't know but thinks he know, he is a fool--shun him;
> Doesn't know but knows he doesn't know, he is simple--teach him;
> Knows but doesn't know he knows, he is asleep--awake him;
> Knows and knows that he knows, he is wise--follow him.3

The criteria to measure people for these four categories may be hard to establish. I do believe however, that too often we refuse to follow the wise volunteer who could do so much more for our youth program with so little effort on our part.

You must have a knowledge of who is good at what and if there is a readiness on the part of the potential volunteer to contribute to the 4-H Youth Program. I spoke with one organization leader who was very proud of this 4-H Club's accomplishment. He said the way he became a 4-H Club Leader was that he finally told the 4-H Youth Agent that "he was getting darn tired of being a taxi driver".

Do you know the potential of your present leaders, much less that of new leaders? What are their interests? If they don't want to work with teens, they will not and should not. An example of not knowing a person's potential or interest is that of the church member of low income and education status who attended church each Sunday, was accepted but rather ignored until one day a deacon asked him if he would have time to repair the back steps of the church. Because this was the first time he had been asked to do a task for the church the man put his best foot forward and did an exceptional job and rebuilt the steps. Upon completion of the job the minister said, "That is a fine job. The deacons will be well pleased". The reply was, "Now maybe they will ask me to take up the collection". I am sure that he was also capable of doing this task but no one had taken time to discover his interest and how he could contribute to the functions of the church.

One way that you as a professional youth worker can find out a person's potential and interest is by personal interview. You will also want to find out the extent to which he is involved in other volunteer activities.

The potential leader may be interested and have the knowledge and understanding of the task but be so involved in other activities that he will not have enough time to fulfill this new role.

Interviewing the new volunteers and making particular assignments are your responsibility no matter who recruited them. This will help begin the orientation of the new volunteer and at the same time help you match the volunteer to the position. In other words, the interview process is one means for relating the type of work and the situation to the volunteer's particular interests, needs, and motivation--thus insuring greater chance for success and retention of the new leader.

Orientation

Leader orientation is the process of (a) orienting those leaders selected in the role expectations of the leader position (b) orienting the leader to the professional and paraprofessional staff and (c) orienting the professional and paraprofessional staff to the training program of the leader. Proper orientation to the functions of Extension should provide the boundary within which the leader will operate.

The orientation really begins with the very first contact between the potential volunteer and the Extension staff member; be it the 4-H Agent, a program assistant or aide, or another volunteer leader. In fact, often an enthusiastic volunteer leader is the best person to orient the new volunteers.

Further orientation is usually more formal and comes through carefully selected literature about the Cooperative Extension Service and the 4-H Youth Program. Consideration should be given to:

The philosophy and objectives of the work should be imparted to the leader.

The leader should be given a brief description of the situation and scope of the program.

A brief verbal summary of the job description should be presented to help the new leader understand better the content of the job, what is expected of the position, and his relationship with others.

Each leader should be made to feel that the position he has accepted is important and is an integral part of the program. He must see how his services will make a difference to the organization as well as to himself.

Orientation of leaders to county staff should be accomplished before training starts. Rapport between the leader and the county staff and a knowledge of their area of expertise is important for better understanding of the total Extension program.

Likewise, orientation of the professional and paraprofessional staff to the training program is a must. An understanding of the role of the leader by the permanent staff should lessen resistance to the leader as a member of the teaching team. This also facilitates a commitment of organization resources, both human and material, to strengthen the leader's teaching ability after orientation and training.

During the orientation the new volunteer will expect to discuss with you his functions in the organization. This means that before the orientation you have used limitless imagination and technical competence in job development. The component parts of the 4-H Youth program are broken down into tasks or groups of tasks that can be performed by individuals. Traditionally this has been organizational tasks, project tasks, activity tasks, and service tasks.

We are beginning to see more specific tasks requiring people with expertise in subject matter. Examples are insurance, ecology, government, drugs, etc. We must therefore adopt the job description starting where people are to best utilize their unique capabilities. Flexibility then is the key--freedom from rules, regulations, and qualifications. The volunteer must know what his job is but with flexibility he can help in developing his own job and see how it relates to the total effort.

The volunteer must see the relationship of the job he does, however small, to the total Extension youth effort. Once he sees this relationship he will be more interested in receiving the training necessary to improve his knowledge, skill, or attitude to become a more effective volunteer.

Training

Leader training is "the process of stimulation and supporting leader's efforts to acquire knowledge and to develop attitudes and skills that will improve the quality of their performance in leader positions".[4]

The major task for training is to help the volunteer recognize that he knows more than he is willing to give himself credit for. The training program should:

1. Assist the leader in developing the basic skills necessary to perform the assigned task
2. Give the leader a feeling of confidence so that he will later be willing to accept larger responsibilities
3. Provide the leader with support and an opportunity for personal growth

Many leaders will need training to gain a better knowledge of youth development. This might include patterns of personal growth or it may include how to do group counseling. The social forces that might influence participation by youth of different cultural and soci-economic groups may also be a part of this training.

The difference in cultural factors that influence good communications between sub-cultures is often greater than the Extension worker realizes. Very seldom does the indigenous leader say, "I do not understand". However, studies show that in some cases half or fewer of the common words and terms used are not actually understood. For example, to one group of health clinic patients, the phrase well nourished meant a nervous body and the word vitamins meant some sort of pill.[5] Remedial training may be necessary to help prevent this misunderstanding.

The remedial training can often be accomplished by simply taking a little extra time with the materials to be used by the leader in his specific area of interest. "It is important that the in-service training start where the potential helper is. We must continuously be aware of the growth in leadership ability, and that with low income leaders the level of entry is lower and the rate of growth is often slower. Thus, for effective training programs, we must understand and appreciate (1) the potential volunteer's personal characteristics and problems, (2) his culture, and (3) his contemporary life."[6]

The teacher-learner educational experiences must be based on the needs of the volunteer. And if these experiences are to be learned, the volunteer must be able to relate them to his own culture and his way of life. If he cannot see application of the training to his own problems and to the people he wishes to help, he is likely to want to participate less in your training program.

The volunteer will be interested in learning basic skills that can be put into use as soon as possible. His tasks must be relevant and meaningful to make him aware of the impact of his role on his own life as well as those with whom he is working.

Besides the skill training in subject matter, the new volunteer will want to know:

How to recruit and keep his clientele?
How to obtain others' cooperation as leaders or resource people?
How to obtain facilities?
What teaching aids are available for doing the job? and
What opportunities are there for sharing experiences with peer volunteers?

The new volunteer should be involved in planning the training as much as possible so that specific areas of need will not be omitted. This calls for a planned program as a basic framework, but one which is very flexible, to provide maximum opportunity for expression of creativity by the volunteer leader.

If the volunteer is involved in the planning, he will understand the objectives and the training and have more confidence that he can learn what is to be taught and that he himself can teach it to others. A

confident attitude-is very important for the new volunteer.

We as professionals must provide a continuous training plan if 4-H is to remain a viable, self-renewing youth organization. Drs. Gorden Lippitt and Eva Schindler-Rainman suggest a continuous training plan with five phases:

1. Preservice training, that is, training of a volunteer before he begins work.

2. Start-up support, that is, assistance to the volunteer as he begins his service. Here the trainer may well be another volunteer who has had some experiences in the organization and on the job.

3. Maintenance-of-effort- training. A volunteer throughout his period of service needs regular times for asking questions and gaining additional knowledge about what he is doing. He needs to feel that the organization is committed to his growth on the job.

4. Periodic review and feedback. Frequently in the beginning, probably less often as time goes on, the trainer or superior and the volunteer need to have the opportunity, either in a face-to-face conference or in a group meeting, to discuss whether goals are being accomplished, how the volunteer feels about his accomplishment, how he feels about the way the organization is treating him, how he would make the job better or improve the service, how the trainer feels the volunteer could function more efficiently, and so on.

5. Transition training. As we have stressed elsewhere in this volume, volunteers have a need to grow and to assume more responsibility. In order to really enjoy their job or see that it can lead to additional or alternative avenues of service.[7]

We must remember that the volunteers bring with them a wide variation of attitudes, knowledge, and skills. A volunteer with a history of getting along well with others or a teacher trained in human behavior may not need training in these areas. They may need only skill training and training in the objectives and philosophy of 4-H.

On the other hand, a mechanic or carpenter may not need skill training but need help in understanding youth. Know these facts about your volunteers and start your training where the people are.

Utilization

After volunteers are trained they must be utilized. The volunteer may be used in administrative roles or in direct help roles. Some common roles performed by the 4-H volunteers both teen and adult are:

| Administrative | Direct Help |
|---|---|
| Youth Advisory Committee | Organizational leader<br>Assistant Club Leader<br>Member of club leader team |
| Program Development Committee | |
| Budget Committee | Project & Special Interest Leader<br>Assistant Project Leader<br>Member of project leader team |
| Area Coordinator | |
| County Project Leader | Resource leader<br>Speaker or discussion leader<br>On site demonstrator |
| | Service Volunteer for<br>Recruiting new members & leaders<br>Fund raising<br>Transportation<br>Providing or locating facilities<br>Informing others of meetings |
| | Activity leader |

Running parallel to fuller utilization of volunteers are trends of resistance to active widespread use of volunteers. Drs. Ronald Lippitt and Eva Schindler-Rainman list seven areas of resistance:

1. The professional wants to keep his boundaries of professional competence.
2. As the professional delegates more responsibility to the volunteer he has less contact with the client, thus losing immediate interpersonal reward.
3. Many professionals, due to their formal education, do not feel confident as a trainer.
4. The volunteer may have more relevant information and skills than the professional.
5. The volunteers are indigenous to the client, thus a closer working relationship.
6. Volunteers can be very articulate about their expectations and needs.
7. Professionals withhold information as a form of power, thus limiting the effectiveness of the volunteer.
8. Professionals do not always understand the new population they are requested to work with.[8]

We as professionals must work to overcome these "hang-ups" and delegate more and more responsibility to the volunteer staff.

This means providing the volunteer with an opportunity to succeed. Success makes him feel that what he is doing is worthwhile and that he is important to the functioning of the organization.

To help the volunteer succeed, requires continuous guidance (supervision).

Your major task as a supervisor of volunteers is to help them improve their effectiveness. You will need to demonstrate, explain, and illustrate to help the volunteers understand what is expected of them. The volunteers must have guidance which is reinforced with current information. They should be recognized for their accomplishments or constructively criticized if their work is poor. As a supervisor, you must provide opportunities for the volunteers to accept greater responsibilities.

It is through proper supervision that the roles of you as a professional, the paraprofessional, the adult volunteer, and the teen volunteer can be delineated. Each of these members of the Extension staff must know to whom they report and receive information and their relationship to each other. It is only through adequate supervision that suspicion and mistrust can be avoided or reduced and the staff can function as a team.

William B. Mullins, Director of the National Center for Voluntary Action stated: "I would even go so far as to suggest that individual volunteers should not be referred to agencies that could not insure proper supervision."[9]

Closely related to supervision is motivation. As a supervisor you should praise the volunteer for his work. You should help remove the fear he has of making decision. You should make his work challenging--not too frustrating or too easy. And, you should stimulate his curiosity so he will continue to volunteer. All this is a part of recognition.

Recognition

The continued participation of a volunteer depends upon the reinforcement he receives from his efforts. Reinforcement may be either extrinsic (tangible) or intrinsic (intangible). Tangible recognition is often given in the form of trips (state meeting, club congress, leader forums), pins and certificates, dinners, signs along road, news articles, or a letter of thanks.

The tangible forms of reinforcement have played an important function in our youth program. Today however, a recognition dinner to many of our volunteers is just "one more meeting". They receive intangible or intrinsic reward from self-development; from a more satisfying social life; and from transfer of knowledge and skills to other situations. The new volunteer is rewarded by being asked to share his knowledge and skill with others and in the opportunity to discuss his problems with his peer group.

As a professional, ask yourself what tasks are rewarding to you and the next time let some leader perform these tasks. Examples are: running the county fair, the style show, the county achievement event, etc.

Another continuous process along with training and recognition is evaluation.

Evaluation

Extension agents should be quick to realize the benefit of including the volunteer leader in your evaluation. This can be done formally or informally but it requires a consciously planned effort on your part and the part of the volunteer. Or stated another way, if self-education and continuing learning is a part of your volunteer program, it is imperative that both the volunteer as well as you acquire a positive evaluation attitude.

Just what is evaluation? In the Evaluation in Extension handbook, evaluation is defined as "a systematic procedure of consciously and objectively trying to find out the extent to which certain learning experiences lead to the results that are planned and anticipated".10

The Guba and Stufflebeam definition of evaluation is:

Educational evaluation is the (1) process of (2) obtaining and (3) providing (4) useful (5) information for making (6) educational decisions.

1. Process: a particular and continuing activity subsuming many methods and involving a number of steps or operations.
2. Obtaining: making available through such processes as collecting, organizing, analyzing, and reporting.
3. Providing: Fitting the information into useable categories.
4. Useful: Appropriate to answer predetermined questions.
5. Information: Descriptive or interpretive understandable results.
6. Educational Decisions: A choice among alternatives for action in response to educational needs or educational problems.11

To Guba and Stufflebeam, evaluation performs a service function of supplying data to the decision makers.

Thus, the volunteer evaluation process is the process of analyzing the volunteer performance and results by means of informal, semiformal, and formal methods. The evaluation information should be used by you in decision-making. Here the concern is how the volunteers are doing. Are they helping you accomplish your educational objectives? How effective are the learning experiences provided the volunteer leaders? Are the volunteers achieving the desired results?

The information obtained in the evaluation process may be used by you and the volunteer leader to:

Identify the needs of the volunteer leader for the sake of planning training programs.

Judge volunteer leaders' potential for new roles on the leadership ladder.

Acquaint the leader with his own progress and deficiencies. This is of great importance in the individual guidance and supervision of the leader.

Determine the degree to which the volunteer leader and you are reaching your objectives.

Provide information about the success of the program to various groups.

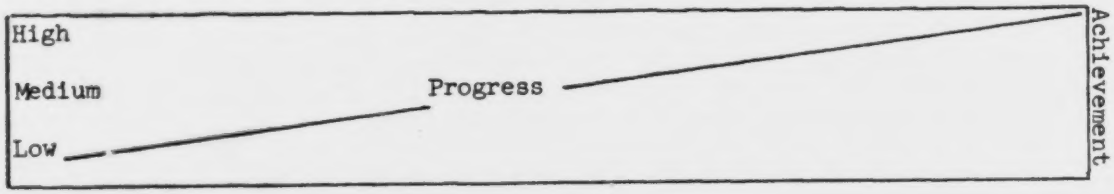
The evaluation should include gathering of information as to where the leader was at the initial stage of the program. A program cannot be evaluated by assessing the leader only at the end. Without knowing where he was at the beginning, it is impossible to determine the scope or degree of growth in leadership ability. Dr. Robert Stake calls this the antecedent phase of evaluation.[12] It should include any condition existing prior to being a leader that may relate to the program. For example, education, income, other volunteer roles, and interest and willingness to help may all influence the outcome.

The second phase of evaluation should include the intervening transitional events involving the leader. Events such as the countless encounters of the volunteer with you for guidance, number of training successions, and hardware and software used by the leader may all influence the degree to which results are obtained.

The third phase is evaluation of the intended outcome. This includes both immediate and long range results. Follow-up studies of the volunteer are needed in order to obtain evidence of the permanence (or impermanence) of the change.

The evaluation can be in the form of an interview where the volunteer and you openly discuss problems. It can be in the form of a questionnaire where the leader provides the answers to questions which are later used for discussion. Or, the evaluation may be done by observing the volunteer and his progress. The criteria established in the leader's job description can serve as a standard for all three of these methods.

For many leaders, the observation of progress method may be best. This is especially true until you have built up rapport with the leader. The chart below is an example of progress evaluation:[13]




Progress as evidence by observation can be:
- Increase in confidence
- Improved understanding of task
- Improved appearance
- Greater knowledge of subject matter
- More positive attitude toward importance of task performed

Larger number of persons reached
More difficult responsibilities assumed
Persons reached achieving more
Greater interaction at planning sessions
Others involved in planning his program
Delegation to others

Evaluation must be used to appraise the behavior of the volunteer leader, since one of the goals of leader training and leader utilization is to provide for growth in the leaders themselves. It should include antecedent, transition, and outcome observations which are compared against some standard or criteria and which can be used in decision making.

As you can see you can have a systematic approach to leadership but yet have needed flexibility. The leadership model presented here can be used to:

1. Analyze your present leadership program
   by identifying areas of strength
   by identifying areas which need attention
2. Determine job assignments
   for the professional
   for the paraprofessional such as a recruiter coach (see Appendix A)
   for advanced adult or senior volunteers
3. Guide in leadership development of the volunteer staff

The leadership development process is continuous and this model is only a guide not a prescription. (See Figure 2, page 16).

Figure 2

LEADERSHIP DEVELOPMENT*

**Identification**

1. Existing Leadership
   - -Extension
   - -Other Agencies
   - -Knowledgeables
2. Potential Leadership
   - -Task Approach
   - -Sociometric Approach

**Selection**

1. Know Potential Leader
   - -Interest
   - -Involvement
2. Interview
   - -Program
   - -Acceptance
3. Match to Position

**Orientation**

1. Objectives
   - -Extension
   - -Program
2. Scope of Program
   - -Clientele
   - -Time
3. Functions
   - -Tasks
   - -Relationships

**Training**

1. Knowledge
   - -Learning
   - -Human Development
   - -Subject Matter
2. Attitude
   - -Norms
   - -Values
3. Skill
   - -Techniques
   - -Practice

**Utilization**

1. Opportunity
   - -Immediate
   - -Relevant
2. Continued Guidance
3. Motivate
   - -Praise
   - -Remove Fear
   - -Challenging
   - -Curiosity

**Recognition**

1. Tangible
   - -Trips
   - -Pins
   - -Dinners
2. Intangible
   - -Self
   - -Thank you
   - -Successful

**Evaluation**

1. Before
   - -Objectives
   - -Benchmark Data
   - -Resources Available
2. During
   - -Performance
   - -Approaches
   - -Resources Used
3. After
   - -Immediate
   - -Follow-up

*Adapted from: Dolan, R.J. , 1969. "The Leadership Development Process in Complex Organization." Department of Adult Education, North Carolina State University at Raleigh. (Mimeograph)

## APPENDIX A

### Recruiter Coach

The Recruiter Coach is a title used in Adult Basic Education (ABE) for a person who recruits participants, serves as a big brother through ABE and vocational training and for six months after the client leaves the ABE program. This concept should have significance to the Cooperative Extension Service.

The Recruiter Coach could be a specially talented program aide, a work-study student, or a more advanced volunteer leader. He could serve as a "right arm" for the professional worker by recruiting and coaching volunteers.

Using the leadership development model of (1) identification, (2) selection, (3) orientation, (4) training, (5) utilization, (6) recognition, and (7) evaluation as a basic framework, let's look at some possible roles of a Recruiter Coach:

#### Identification

The natural rapport which the Recruiter Coach has with the target population will enable him to identify the knowledgeable people in a given community, people who have special talents, and people who have high acceptability and respect. By discussion with knowledgeable members of the community the coach can expand his potential volunteer base. The people with special talents may like to be recognized for this talent and be happy to help. Through questions with neighbors the Recruiter Coach may also identify people with social acceptability by the target audience. This list of potential leaders can then be considered by the professional agent.

#### Selection

Many of the low-income volunteers must be "selected in" rather than "selected out". The Recruiter Coach can help the agent identify weaknesses and build on the strengths of the volunteers.

He can do some limited interviewing and get a tentative commitment for voluntary service.

#### Orientation

Identifying the professional agent to the new volunteer is extremely important. The Recruiter Coach, because he has some feeling for both the professionals and the poor, can help interpret to each, their attitudes and actions. He can also help interpret the Cooperative Extension Service organization structure, its functions as well as the functions of other social service agencies, both public and private.

Training

During the training, the Recruiter Coach, the indigenous volunteer, and the supervising Agent should use the team approach to teaching so that each team member perceives the team operations. The primary function of the coach before training would be to help the Agent to determine training needs. The Recruiter Coach can help to maximize on-the-job training. He can visit the volunteer in his home and in group situations. He can discuss problems and more important he can refer them to the Agent.

During more formal training sessions, the Recruiter may also recruit a volunteer babysitter so that parents can attend.

Utilization

Communications is a big problem in bi-cultural activities. Therefore, the Recruiter Coach must act as liasion between the volunteer and the Agent. The degree of liasion work will be dependent upon the volunteer's ability to relate to the professional Agent.

The Coach can help the volunteer adapt Federal and State materials for local use. He can help keep track of these materials and needed equipment and coach the volunteers in the most effective use of materials. Some volunteers will wish to develop their own visuals and will need materials and guidance.

Recognition

The effectiveness of the Recruiter Coach as listener and observer cannot be over emphasized. He can benefit the indigenous volunteers simply by serving as an interested person--listening to them explain their ideas, outline plans for their groups, describe personal interests, vent plans for their groups, describe personal interests, vent frustrations. He can support discouraged leaders and encourage creativity by progressive leaders.

To do this, he must develop positive inter-personal relationships with the indigenous volunteer.

Evaluation

The Recruiter Coach can assist the Agent in assessing reasons for volunteer training failures, for poor performance of the volunteer, and interpreting the problems of the target audiences. He can review with the Agent the questions and concerns of the volunteers. He should report progress of the volunteers and their reactions to the program. Equally important he can help the Agent identify the personal needs and social forces which influence the poor not to volunteer.

Summary

Success of an indigenous volunteer leader depends in large measure upon a mutually cooperative relationship between the Recruiter Coach, Agent and the volunteer leader. The effectiveness of the volunteer is enhanced when coach and Agent are responsive to his suggestions.

The advantages of using Recruiter Coaches are:

They have rapport with the potential leader.
Local people trust them.
They are close by when assistance is needed.
They have greater knowledge of the volunteers' needs and backgrounds.

FOOTNOTES

[1]Robert J. Dolan. The Leadership Development Process in Complex Organization.

[2]John S. Holik. "Group Formation for Teaching of the Disadvantaged".

[3]Everett C. Lindsey. "Human Motivation".

[4]E. G. Guba & E. L. Stufflebeam. Evaluation: The Process of Stimulating Aiding, and Abetting Insightful Action.

[5]Coolie Verner. Adult Leadership, Vol. 18, No. 9. "Cultural Factors and Communications". p. 269.

[6]Edgar J. Boone and Emily Quinn. Curriculum Development in Adult Basic Education.

[7]Gorden Lippitt and Eva Schindler-Rainman. The Volunteer Community: Creative Use of Human Resources.

[8]Ibid.

9 William B. Mullins. "Some Program Problems of the National Center for Voluntary Action".

10 Byrn Darcie. Evaluation in Extension.

11 E. G. Guba and E. L. Stufflebeam.

12 Robert E. Stake. Teachers College Record. "The Countenace of Educational Evaluation".

13 E. J. Niederfrank. Leadership Development.

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AUG 14 1972